

Presentation on the Revised Michigan Standards for the Preparation of School Principals



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Purposes of Principal Standards

1. Outline principles and foundations for preparing building administrators
2. Guide Building Administrator Preparation
 - program development
 - assessment of candidates



News to Know

Current program requirements:

- Performance and outcome-based programs
- Inter-rater reliability of performance rubrics/assessments
- Cohort disposition measures



Overview of Standards Development Process

- In 2012, the Michigan Department of Education (MDE) work group was formed to:
 - examine policies and practices impacting educator preparation, including administrator preparation.
 - create a connected system for preparation and continuous professional learning.



Overview of Standards Development Process (Con't)

- The MDE work group examined:
 - Interstate School Leaders Licensure Consortium (ISLLC) Standards for consistency and alignment to state priorities
 - Stakeholder feedback
 - State Superintendent, State Board of Education (SBE) and Governor priorities
 - Best practices within principal preparation and professional learning



Highlights of Revised Standards

- Reflect current professional needs, SBE/State Superintendent and Governor Priorities:
 - Technology Initiative
 - Career and College Readiness Outcomes
 - Focus on Individual Learners
- Vetted and “endorsed” by national stakeholders



Overview of Revised Standards

Comprised of **seven standards**, grouped into **six categories**:

1. School/District Vision
2. School/District Culture
3. School/District Management of Organization, Operation, and Resources



Overview of Revised Standards (cont.)

4. School/District Collaboration with Faculty, Community Members, Family
5. School/District Ethics, Integrity, Fairness, Practice
6. School/District Success of Every Student by Understanding, Responding to, Advocating for Student Learning



Example Standard:

3 Evaluation and Leadership

A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluation of teachers, school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.



Overview of the Revised Standards

Content Knowledge

Programs provide evidence of candidate knowledge of:

- Theories on human development behavior, personality development, personalized learning environment, and motivation;
- Organizational culture, school culture, building norms, culture /norms, constructive and deconstructive influence to student success; and
- Collaboration and development of teacher leadership.

Performance

Programs provide evidence that candidates demonstrate skills required to:

- Collaborate with others to accomplish school improvement goals and promote leadership in instructional staff;
- Incorporate cultural competence, personality types in development of programs, curriculum, and instructional practices;
- Monitor school programs and activities to ensure personalized learning opportunities; and
- Recognize, celebrate, and incorporate diversity in programs, curriculum, and instructional practices.



Recommendation to Adopt Standards

- Adopt standards as the revised Principal Standards to guide:
 - **Initial principal preparation** -- creation, approval, and implementation of certification programs
 - **Ongoing professional learning** -- provide basis for ongoing professional learning



Contact Information

For more information regarding the Proposed Revision of the Michigan Standards for Principal Preparation, please contact:

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